



**THE COMPARISON OF STUDENTS' VOCABULARY ACHIEVEMENT BY
JOINING OR NOT JOINING ENGLISH CLUB AT STATE ISLAMIC
UNIVERSITY OF NORTH SUMATERA**

SKRIPSI

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ABSTRACT

ROBI SUGARA : The Comparison of Students' Vocabulary achievement by joining or not joining English Club at State Islamic University of North Sumatera.

Keywords : *Comparison, English Club, Students' vocabulary Achievement*

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The objective of this study is to compare the vocabulary achievement students' who joining English club and students' who do not joining English club. This research was conducted at State Islamic University of North Sumatera in Department of English Education. The Population of this research was the students of English Education, and the students of English Educational Club (EEC) with the sample of EEC was 30 students'(joining English Club) and 30 students' of English Education who do not joining English Club.

The instruments for collecting data in this research was written in form multiple choice test, consist of 20 questions, and after validation the researcher take 15 questions. The test were conducted in both of sample. The finding showed the students' who joining English Club got higher score than those who do not joining English Club. The result showed that there was comparison between the students who joining English Club and students' who do not joining English club in achievement vocabulary for the results of analysis, tcount was higher than ttable ($2.126 > 2.086$) at $\alpha 0,05$ and dk 30. It means the hypothesis alternative was accepted.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is divided into two types, formal and non-formal education. Formal education is take place regularly, storied, and continuously with the curriculum. Then non formal education is a regular education consciously done but do not follow the rules of the fixed, and not use the curriculum¹.

Study Club as non formal education is the institution of teaching and learning activities implemented within a certain period depending on the needs of students. Learning programs can be learning step by step and can be arranged together, between mentors and students. Mentors can play a role as a tutor or facilitator and can also be an educator. Study club can helps the students to improve their learning outcomes if really well joined².

The differences of actualized acumen in the form of talent and interest is embodied in the form of Study club activities. This activity is held to provide a means for the development of students' talents and interests. According to the interest of students', the students' make the study club. At State Islamic University of North Sumatera, especially Department of English Education, vocabulary is very important, so with the study club it will be improve the students' vocabulary.

¹ Soelaiman joesoef, *Konsep Dasar Pendidikan Luar Sekolah*, Jakarta: PT Bumi Aksara, 2008, p .79

² *Ibid* .p. 63

Vocabulary is the most important in learning foreign language. it is the basic of the language, because vocabulary has significant role in communicating process. As general there is no language without vocabulary, because vocabulary is the fundamentals of a language. According Avril stated that vocabulary is central part of language. The more word students know well and can use, the more meaning they can communicate in a wide variety of circumstances³.

There is internal and external factors in achievement vocabulary. Internal factors is intelligence, physic, talent, emotional, and discipline. While, external factors is teachers, parents, friends, family, facility and etc⁴. Based on the factors, Study Club can improving students' vocabulary.

To improve English vocabulary skill, it could be attained by either practicing individually or practicing in group⁵. English Club is an example about practicing English in group to improve vocabulary skill. In addition, they can practice English seriously and enjoy the English. Based on my analysis on State Islamic University of North Sumatera, there is significance different of the mastering vocabulary between the students who joining English Club and who do not joining English Club.

English Educational Club (EEC) as Study Club at Department of English Education in State Islamic University of North Sumatera has been running well almost 3 years, it is can seen from the EEC activity. Every week EEC has meeting

³ Coxhead Avril, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p.1

⁴ KhusnulKhotimah, <http://digilib.unnes.ac.id/gsd/collect/skripsi/archives/HASH016f/3ad43a69.dir/doc.pdf>, (Semarang, 2007)

⁵ Khikmiah Naela(2010), *The Effect of English club towards Students' speaking skill(A case of the eleventh grade students of state senior high school 1of Pekalongan in academic year 2009/2010)*, Semarang, Thesis, p.i.

with the good mentor and facilitator in 4 hours. The students' activity in EEC is review the material, discuss about the TOEFL, debate discussion, and group discussion. From the EEC activities, the students' should be mastering vocabulary. However, the researcher still found the students' problem in vocabulary achievement.

In the class Department of English Education 2 staple 2014, the researcher seen there is no significance different between students who joining English Club and who do not joining English Club. There is 4 students who joining English Club, but they has lowest score in 3 subject English, like Speaking, writing, reading. They got B score in 3 subject in English. it is same with the students who do not joining English club, they got B too in 3 subject. It is the fact, to the writer wants to make this research.

Khikmiah, Naela in her thesis said, students who joining English club proved higher than they who do not joining English club. Khikmiah received the data as 62% vocabulary to who joining English club, and 45% vocabulary to students who not joining English club⁶. It means that there is the significant different between the students who joining English Club and students who not joining English club.

This fact invites the writer to investigates the significance difference between the students who joining English club and the students who do not joining English club at Department of English Education in State Islamic University of North

⁶Khikmiah Naela(2010), *The Effect of English club towards Students' speaking skill(A case of the eleventh grade students of state senior high school 1of Pekalongan in academic year 2009/2010)*, Semarang, Thesis, p.i.

Sumatera. To know about the comparison between the students' who joining English club and who not joining English club in achievement vocabulary.

Based on the background of the study, the researcher was interested in conducting a research entitled : **“The Comparison of Students' vocabulary achievement by joining or not joining English Club.”**

B. Identification of Problems

Based on the background above, the identification of study are :

1. The students' who joining English Club have less know about vocabulary
2. The students' who joining English Club still difficult to mastering vocabulary
3. The students' who not joining English Club have the high score than students' English Club
4. There are same score in vocabulary by Students' who joining English Club and who not joining English Club.

C. Scope of the Study

To avoid misinterpretation to the problems, the writer would like to limit the scope of the study. In this study the writer will be focused to the comparison of students' vocabulary achievement by joining or not joining English club.

D. Formulation of Study

The formulation of the problem which the writer is researching in State Islamic University of North Sumatera Medan , are :

1. Does the students who is joining English Club have high achievement in vocabulary?

2. Does the students who is not joining English Club have high achievement in vocabulary?
3. Which one is the higher , the students who is joining English Club or who is not joining English Club in vocabulary achievement?

E. The Purpose of the Study

Based on the background of the research, the purpose of this study is to know about the answer about the problem. The problem is to know about the comparison between the students who is joining English club and regular students in achievement vocabulary at State Islamic University of North Sumatera Medan.

F. Significances of Study

From the research in State Islamic University of North Sumatera Medan, which the writer performs is expected that it can be useful for:

1. For the Students, this research as a comparison to learning English with English club or without English club.
2. For the lecturers, it is used to know important or not important English club in helping the students to learn English, especially in mastering vocabulary.
3. For the other researcher, this research finding is the material which can be developed further and deeper by adding knowledge.
4. For the readers, this research can be read to enrich their knowledge.

CHAPTER II

LITERATURE REVIEW

A. The Definition of Vocabulary

As explained in the background of the study, vocabulary is the basis of the language, because vocabulary has significant role in communicating process. And there are some definitions about vocabulary proposed by some experts.

A.S. Hornby said the vocabulary is the total number of words which make up language.⁷ Thus, the language is created by so many words and phrase. According to L.Beck Margaret G.Mckeown, vocabulary means “learning the meaning of new words”⁸. It means the vocabulary is as a part of language and has a meaning. Moreover, according to Timothy Rasinski said vocabulary is knowledge of word meaning⁹. It means that vocabulary has meaning that has to be learnt. And in the another definition from oxford dictionary, vocabulary is all the words that a person know or uses¹⁰. Moreover Avril stated that vocabulary is central part of language. The more word students know well and can use, the more meaning they can communicate in a wide variety of circumstances¹¹.

⁷ A.S.Hornby,(1987)*Oxford asdvanced learner's Dictionary*, Oxford University Pres, p.461.

⁸ L.Beck,Margaret G. Mckeown,Linda Kunca, (2008), *Creating Robust Vocabulary Frequently Asked Question and Extended Examples*: New York London, Published by The Guilford press.p.1.

⁹ Timothy Rasinski, Nancy Padak, Rick M.Newton, and Evangeline Newton, (2004), *Building vocabulary grade 4 : Kit eBook*: Grade,p.A11.

¹⁰ Oxford Dictionary, (2008), *Oxford Learner's Pocket Dictionary*, New York: Oxford University Press, p. 495.

¹¹ Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.

Another expert in the world said that vocabulary is significant aspects of language. According to Avril said vocabulary is a component of a language that maintains all of information about meaning and using word in language¹². It means that vocabulary is the important part of language, without vocabulary cannot be used to maintain all information in language. According to David L. Stepheard he said that vocabulary is one of the most significant aspects of language development¹³. It means that the development of language depends on vocabulary as the fundamentals of language.

Based on the statements above it can be conclude that vocabulary is a word which represents a certain meaning as an utterance unity. It the most important part in language learning. To get achieve four skills in language such as speaking, writing, reading, and listening a student must have acquired the vocabulary well and a student needs to improve their vocabulary mastery too. It is clear that vocabulary is a base or a fundamental of language. So, we can conclude there is no language without vocabulary.

And finally, the writer will take a research about **“The Comparison of Students’ vocabulary achievement by joining or not joining English Club”**.

A.1. The Importances of Vocabulary

Vocabulary is one of the components of language which has the most important role in mastering four language skills. As wilkins wrote that “The fact is

¹² Averil Coxhead, (2006), *Essentials of Teaching Academic Vocabulary*, USA: Houghton Mifflin Company, p. 1.

¹³ David L. Stepheard, (1973), *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*, USA: Bell and Howel Company, co, p.39.

that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed¹⁴. It means that vocabulary is very important in communication. We cannot communicate with others in a certain language if we do not know much words of language.

There are some factors why vocabulary is importance:

1. Vocabulary is needed as a tool of communication.
2. Vocabulary is a basic skill to communicate people will not be able to communicate easily without knowing it¹⁵. It means vocabulary the basic skill in communication that has to be learnt.
3. Vocabulary can help students to deliver their thought, feeling, and needs to another.
4. Learning some words and phrases in new language allow people to start communicating at once¹⁶. It means that vocabulary is needed in all language to communicate.
5. Vocabulary is the way we acquire, and then access, new knowledge¹⁷.

It means that vocabulary can be used as a key of opening knowledge.

Based on writer analysis at State Islamic University of North Sumatera

Medan the writer found that vocabulary is needed by most of students

at State Islamic University of North Sumatera Medan Because

¹⁴ Peter Watkins, (2007), *Learning to Teach English* (Published by arrangement with Delta Publishing, first edition), p.34.

¹⁵ David L. Stepheard, (1973), *Vocabulary Meaning and Word Analysis, Comprehension High School Reading Methods*. USA: Bell and Howel Company, co,p.39.

¹⁶ Peter Watkins, (2007), *Learning to Teach English*, Published by 39 Alexander road Addlestone Surrey KT15 2PQ England, p.34.

¹⁷ Amy Benjamin, John T,Crow,(2013), *Vocabulary at the Core : Teaching the Common Core Standards* : New York USA, Published Eye on Education, P.xiv

vocabulary is a tool for them to help them mastering four skills in English : Listening, Speaking, Reading, and Writing.

Al Qur'an as guidance of life not only for students at State Islamic University of North Sumatera Medan but also for all of Islamic people stated that the important of vocabulary in Al-Baqarah verse 37 Allah SWT. said.

فَتَلَقَّى آدَمُ مِنْ رَبِّهِ كَلِمَاتٍ فَتَابَ عَلَيْهِ ۚ إِنَّهُ هُوَ التَّوَّابُ الرَّحِيمُ

“Then learnt Adam from his Lord words of inspiration, and his Lord Turned toward him; for He is Oft-Returning, Most Merciful”¹⁸.

عَنِ ابْنِ عُمَرَ رَضِيَ اللَّهُ عَنْهُمَا قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: لَا يُقِيمَنَّ أَحَدُكُمْ رَجُلًا مِنْ مَجْلِسِهِ ثُمَّ يَجْلِسُ فِيهِ , وَلَكِنْ تَوَسَّعُوا وَتَفَسَّحُوا وَكَانَ ابْنُ عُمَرَ إِذَا قَامَ لَهُ رَجُلٌ مِنْ مَجْلِسِهِ لَمْ يَجْلِسْ فِيهِ (متفق عليه)

“Ibn Umar RA said: The Prophet (peace and blessings of Allaah be upon him) said, 'Do not cast a message out of the seat, then he sits on it, you should extend it to give place. It is ibn umar in practicing this, if someone wakes up from the assembly does not like to sit in the place of that person (Muttafaqun 'alaih) "

Finally, it is clear that vocabulary is the most important factors in the learning of English as a foreign language even in all language. So, the teachers are expected to have the excellent way to make the student interested in learning English vocabulary, so that the learning objectives can be carried out successfully.

A.2. Types of Vocabulary

There are two types of vocabulary, they are active and passive vocabulary¹⁹.

While learning new, people need a lot of practice and context connections to learn

¹⁸ Abdullah Yusuf, (2004) *The Meaning of The Holy Qur'an*. 9th Edition
Beltville, Maryland: Amana publications. P,40.

them well, store the vocabulary in the memory and recall it when speaking or writing. Thus two main groups of person's vocabulary are active and passive vocabulary.

Active vocabulary (productive) is used in speech and writing and is made up of word that come up in people mind immediately when he/she has to produce a spoken or written sentence. And than, the passive vocabulary(receptive) is known but not used by a person. People can understand, when it is heard or read.

A.3. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which mean to become skilled or proficient in the use of, to gain complete knowledge through understanding²⁰. Vocabulary mastery is competence to know words and meaning. And the students' should get 5000 word to master in vocabulary²¹. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are²²:

1. The meaning of word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behavior of the word
5. The collocations of the word

¹⁹ John Read, (2000), *Assessing Vocabulary*, Cambridge UK: Cambridge University Press, p. 154

²⁰ William Collins, (1979), *Webster's New Twentieth Century Dictionary*, America: The United States of America, p. 604

²¹ Lovely dyad, *Pemerolehan Vocabulary* (Mei, 2018) <http://lovely-dyda.blogspot.com/2009/01/pemerolehankata.com>

²² Norbert Schmitt, (2000), *Vocabulary in Language Teaching*, New York: Cambridge University Press. p. 5.

6. The register of the word
7. The associations of the word
8. The frequency off the word

Vocabulary is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic of component to be mastered. It is reasonable, remembering that the four skills language need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. by having too limited vocabulary, the students will find difficulties in mastering reading and other skills²³.

B. English Club

In Indonesia, English club as a extracurricular to improve four skills in English. According to dictionary, extracurricular meaning is an activity that is outside the program written in the curriculum such as leadership training and student coaching²⁴. It means that the English club as a extracurricular because the English club is the outside program activity. And according to Noor extracurricular is out of school educational activities and counseling services for help the development of learners with potential needs, talents and their interests

²³ Anita Yuliana Siregar, (2013), *Improving Students' Vocabulary Mastery Through Crossword Puzzle*, North Sumatera: English Department of Education State Institute for Islamic Studies, p. 11.

²⁴ Departemen Pendidikan Nasional.(2008). *Kamus Besar Bahasa Indonesia*. Jakarta: p.291

through activities that are specifically organized by educators and / or educators who are capable and authorized in school²⁵. it means the English club for help development of learners.

According Mouleka, English club is in such a place, pupils entertain only in English. The leader can initiate debate, games, sketches, poem, song, etc²⁶. In addition , English club is a place where the members of a club (college students) can learn exercise and practice English freely with various materials without shame, apprehension and nervousness.

Mouleka adds that an English Club is a real place where the learning of English is more practical²⁷. Therefore, it can be summarized that English club is a media to facilitate students in practicing, increase and to build up students motivation to learn practicing vocabulary. Students could exchange, share their knowledge, new vocabulary and information among their friends. English club also might be a place to share students' difficulties in practicing vocabulary and look forward, how to solve their problems.

Al-Quran in Q.S. Al- Mujadilah verse 11 Allah SWT. said.

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُزُوا فَانْشُزُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

"O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and

²⁵ Noor, M.Rohinah 2012. *The Hidden Curriculum Membangun Karakter Melalui Kegiatan Ekstrakurikuler*. Yogyakarta: Insan Madani.p.75

²⁶ Mouleka, Fouty Be. (2013). *English Club Guide Book A Contribution to Bilingualism In Gabon*. Unites States of America: Trafford publishing, p. 3.

²⁷ *Ibid*

those who were given knowledge, by degrees. And Allah is Acquainted with what you do²⁸”.

It means that we as a human should gather with the pious to gain useful knowledge. Based on the verse it can be concluded that assemblies or English Club is very important to increase our knowledge and Allah SWT. will raise those who have believed among you and those were given knowledge. That is why English club is very important at State Islamic University of North Smumatera.

Finally the main goals and expectations of holding English club are as a medium to improve students' vocabulary ability and their willingness with a high self confidence in practicing speaking, eventhough they still do a lot of mistakes.

B.1. The Advantages join the English Club

According Galanes and Adams the advantages of join the English club here are ²⁹:

1. The English Club members more enjoy fellowship and companion-ship
2. The students receive moral and emotional support theirs views
3. Get passion to not reticence (challenged reticence)
4. English Club will most likely have access to much more information
5. Get same turn to speak
6. More pleasant and suitable than regular class (English class)
7. Get new vocabulary, knowledge and information when interlocutor Speaking.

²⁸ <http://Alquran/english-Trans>

²⁹ Galanes, G. & Adams. K. (2013). *Effective Group Discussion: Theory and Practice*. New York: McGraw-Hill, p.10.

B.2. The Disadvantages join the English Club

1. When members of English club speak up, sometimes some of members not give attention to the speakers
2. Sometimes the students not enthusiasm what materials/ topics teachers given
3. Some students so bore and loaf to speak up.

C. Related Study

The studies that have relevant with this study are:

1. The first study which has relevance with this research was conducted by Sugianto (2014); The Effect of English club extracurricular to the students speaking ability of MTsN 1 Kudus. The researches in his study used casual comparative design, where his want to knows English club giving the effect to students speaking ability or not. And Sugianto was concluded there is significant difference of speaking ability of descriptive text of MTsN 1 Kudus between the student join English club and who do not join English club.
2. The second study which has relevance with this research was conducted by Khikmiah (2010); The Impact of English Club towards Students' Speaking Skill (A Case of the Eleventh Grade Students of State Senior High School 1 of Pekalongan. Khikmiah was concluded that E-Club has many advantages which can improve and develop students' speaking skill. It is suggested that students should participate more in E-Club and teacher can motivate students' participation in English extracurricular activity.

D. Conceptual Framework

Vocabulary is one of language component that is function to express feeling, opinion, ideas, and emotion. One of the place to improve mastery in learning vocabulary might is English club but we should to know the effect of English club to help the students to mastery vocabulary.

English club as a extracurricular has a important role in education, because the English club as a place make the students together to learning English with enjoy and fun way. And the paradigm in the society who join English club should have a good vocabulary

Based on the statements above, the writer wants to know the effect of English club in the help students to mastering vocabulary.

E. Hypothesis

The hypothesis of the result study is formulated as follows:

Ho : The students who is not joining English Club get the higher achievement in vocabulary

Ha : The students who is joining English Club get the higher achievement in vocabulary.

CHAPTER III

THE METHOD OF RESEARCH

A. Research Design

In this research, the writer conducted an quantitative method. The techniques of data collection use questionnaires and multiple choice. The quantitative research is aimed at producing data that can be analysis using statistic and results expressed numerically³⁰.

According Toto Syatori, questionnaire is the instrument or method to collecting data, like the question or statement. The aim of Questionnaire are :

- To get the relevant information with the aim of research
- To get the information with the high validity and reliability³¹.

B. Population and Sample

The writer determined population and sample before conducting the research. The explanation about population and sample is provided below.

B.1. Population

According to Hadjar, Population is a large group of individuals who share common characteristic³². Based on the statements above, the writer chooses the students of Department English Education in State Islamic University of North Sumatera Medan. They were 595 students which were divided into three staple.

³⁰ Wikipedia, (2009), *Quantitative research*, p.1,
(https://en.wikipedia.org/wiki/Quantitative_research), access on 15 April 2018 at 10.50 PM

³¹ Syatori Toto, (2012), *Metode Penelitian Kuantitatif*, Bandung, Pustaka Setia, p.113

³² Purwanto, (2012), *Metode Penelitian Kuantitatif*, Surakarta, Pustaka Pelajar Offset, p.241

Table 3.1
The students population in Department of English Education in UIN SU

Medan

Staple	Students
2015	183
2016	195
2017	217
Total	595

Source :Department of English Education UIN SU Medan

B.2. Sample

Sunarto said sample is a section selected in a particular way to represent the whole of the source³³. In this research the writer use the technique *purposive sample*, and random sample. Sampling is done with the provision that the students sampled are the students who join the English club. And random sample is used to students' who not joining English club

Table 3.2

The students who join English Club

Staple	Students	Join English Club
2015	210	2
2016	210	9
2017	175	19
Total Sample		30

Source : English Educational Club

From the data above, the researcher take the sample from English club is 30 Students. And 30 students' who not joining English club with random sample.

³³*Ibid*

C. Instrument for Data Collection

The data of this study was collected by using a test. The data was collected by applying multiple-choice test. The test consisted of 20 items. Each item of test included option, namely a,b,c, and d. students' were asked to choose the correct answer of vocabulary test by crossing the correct answer. The test could designed to measure the recall understanding and applying of specific concepts of principle because the students can answer a large number of such question in short time a large sample of items can be incorporated in the test. They were used multiple choice by TOEFL instrument.

The were some reason why researcher used multiple choices to measure students' achievement in reading comprehension. First is objective score which is quick, easy, and consistent. Second, it usually encourages the students to develop a comprehensive knowledge of specific facts and the ability to make fine discrimination among them.

D. Data Analysis

Before analyzing the data, the writer use the normality and homogeneity test to find out whether both groups have normal distribution and homogeny. Data analysis was done with the help of Microsoft Office Excel 2007 .

D.1 Normality Test

- Analyzing X_1, X_2, \dots, X_n , standard number Z_1, Z_2, \dots, Z_n by formulation

$$Z_{i \text{ score}} = \frac{x_1 - \bar{x}}{dx} \quad (\text{each of } X \text{ mean and standart deviation})$$

- For each standart number by using distribution list of standart normal, then it conducted of chance $F(z_i) = p(Z \leq z_i)$

- Furthermore, it is counted of proportion Z_1, Z_2, \dots, Z_n that smaller equal with Z_i .
- Count difference of $F(Z_i) - S(Z_i)$, afterwards determine that absolute values.
- Take the biggest value among difference absolute values. Describe this value by using L_o . If $L_o < L$ that is received from scoring critic values of Liliefors test with standard evident $\alpha = 0,05$, so normal distribution data.

D.2 Homogeneity Test

For testing do both of variants homogeny, using equality test of two variants, is

$$F = \frac{\text{higgest variants}}{\text{smallest variants}}$$

Furthermore, comparing with $F_{\text{variants}} = \text{Identically}$, if $F_{\text{var}} < F_{\text{tab}}$, both of sample are homogeny³⁴

After the writer find out whether both groups have normal distribution and homogeny. The writer will be used validity test to find out the instrument valid or not, and Reliability test to consistency and accuracy in scoring.

D.3 The Validity

Validity is the most important consideration in developing and evaluating measuring instrument. An invalid or valid instrument has high validity, the instruments are less valid means to have validity.³⁵

³⁴Sudjana, *Metode Statistik*, (Bandung :Tarsito,1996), p.250

³⁵S SuharsimiArikunto,*Prosedur penelitian suatu pendekatan praktik*, (Jakarta: 2010 PT. Rineka Cipta) , p. 173

The formula applied to find out the validity of the test is:

$$P = \frac{\sum R}{\sum T}$$

Where:

- P : Index of difficulty
 R : Right Answer
 T : Number of Sample

D.4 The Reliability

Reliability is synonyms with the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated.³⁶ Reliability is one of the characteristic of good test. It refers to the consistency of the measurement. The test in this study used writing test form. The scoring of the writing test involved the subjectively, thus find out whether the test was reliable, the writer used the inter-rater reliability.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}}$$

Where:

- r : The reliability of the test
 n : Number of students
 $\sum x$: Sum of rate I (R1)
 $\sum y$: Sum of rate II (R2)

³⁶Suharsimi Arikunto, *Op.cit*, ., 221

E. The Technique of Analyzing Data

The writer was used t_{test} formula to analyzing the data. t_{test} is used to find whether there is a significant difference between the score of students' English club in vocabulary.

The formula of t_{test} is :

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(\mu_1 - 1)S_2^2}{n_1 - n_2 - 2} \times \left(\frac{1}{n_1} + \frac{1}{n_1}\right)}}$$

The criteria of test $t_{\text{count}} > t_{\text{table}}$ of 95% and alpha 5% with dk = n-2 then the hypothesis can is acceptable and otherwise if $t_{\text{count}} < t_{\text{table}}$ it is mean the hypothesis not acceptable.

F. Procedure of Research

1. The writer observed the location, population, and sample were carried out.

The research was done in two group (the Students who joining English club and who not joining English club).

2. The writer used the multiple choice test to get the data from the group to make the comparison between the students' who joining English club and who not joining English club.
3. The writer will use the same format of test for both of group. Even though the test instrument is same, students do not realize that would be examined again later. Finally, the writer made a calculation of the result from both of the test.

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of Research Data

In this research, the writer get 60 data's as vocabulary test from the students' Department of English Education at State Islamic University of North Sumatera. The Data is spread in students who is joining English Club and students who is not joining English Club, with details 30 data obtained from students who is joining English Club, and 30 data obtained from students who is not joining English Club.

For the detailed descriptions of data from the all of group are described as follows :

1. The Data of Students who is not joining English Club

The table shows the students' achievement in vocabulary by students who is not joining English Club.

Table 4.1 The Distribution of Score Students who is not joining English Club

NO.	INITIAL NAME	CORRECT	SCORE
1	ASP	8	53.36
2	AER	5	33.35
3	AA	10	66.7
4	AF	6	40.02
5	DA	9	60.03
6	DH	12	80.04
7	DL	6	40.02
8	FR	10	66.7
9	FS	5	33.35
10	HH	8	53.36

NO	INITIAL NAME	CORRECT	SCORE
11	HD	8	53.36
12	HRP	6	40.02
13	IR	10	66.7
14	JH	6	40.02
15	K	8	53.36
16	KA	9	60.03
17	MRA	6	40.02
18	MIS	10	66.7
19	MKI	8	53.36
20	MR	5	33.35
21	MK	9	60.03
22	RT	6	40.02
23	RA	8	53.36
24	SS	12	80.04
25	SD	9	60.03
26	SA	6	40.02
27	SR	9	60.03
28	SUL	6	40.02
29	TA	8	53.36
30	UR	12	80.04
Average (\bar{X}_2)			53.360
Standard deviation (S_2)			14.013
Variants (S_2^2)			196.365
Total			1,600.800

Based on the Table 4.1 above, there is 30 students who is not joining English Club, and the researcher give the same question to the all of students, with the test after validation. The all of students should answer 15 questions from the test, to know about the score the students who is not joining English Club. From the test, the highest score was 80.04 and the lowest score was 33.35. Then, there is 3 students was got 33.35 with the initial name AER, FS, MR, that is the students with the lowest score in the test. The highest score was got by 3 students' with the

initial name DH, SS, and UR. And the average of the test was 53.360 with standard deviation 14.013 then variants 196.365 and the total was 1,600.800

Based on the results of the table, it can be concluded that the students who is not joining English Club still has the problem with vocabulary test, the less knowledge about vocabulary and there is no the subject about vocabulary in the class as the one of the factor to make the students who is not joining English club has the less knowledge about vocabulary. It also gives the choice for the students' to make them increase their vocabulary skill.

And to know about the Distribution Frequency of Vocabulary Students who is not joining vocabulary, can be seen in **Table 4.2**

Table 4.2

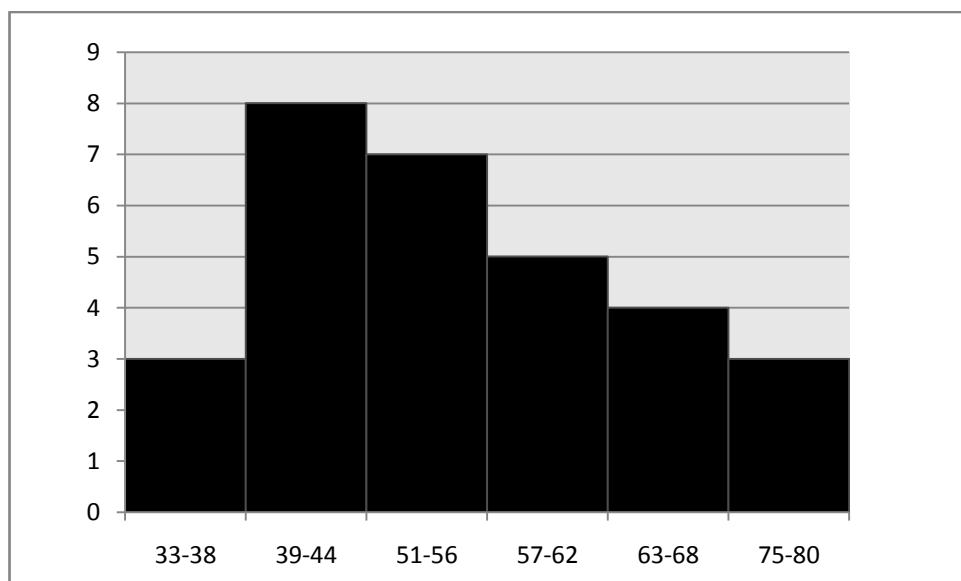
Distribution Frequency of Vocabulary Student Ability Test Results

Class	Interval	F. Absolute	F. Relative
1	33-38	3	10%
2	39-44	8	26.67%
3	45-50	0	0%
4	51-56	7	23.33%
5	57-62	5	16.67%
6	63-68	4	13.33%
7	69-74	0	0%
8	75-80	3	10%

From **Table 4.2** it can be seen that, there was 3 students' with the interval score 33-38 with the percentage 10%, it was the lowest score from the test students who is not joining English Club, it is mean from the 100% there was 10% the students who is not joining has the minim achievement in vocabulary. And from the test, the students who is not joining English Club mostly got the score with interval 39-44 by 8 students and percentage 26.67%. it is mean the students

who is not joining English Club has the problems with the vocabulary achievement. The 7 students, got the interval 51-56 with 23.33% this data still showed the students who is not joining English Club still has the less achievement in vocabulary. There is 5 students with the interval 57-62 and 16.67% the data showed that students' need to get practice to make their score good. Then, there is 4 students' with interval 63-68 it was showed the students who is not joining English club, can answer the question. And there is 3 students got interval 75-80 and 10%, it is means the students who is not joining English Club has the less understand about vocabulary.

From the data above, it can be concluded that the students who is not joining English Club has minim vocabulary achievement. The data shows the students who is not joining English Club should be learn more about vocabulary. Then, the frequency distribution of student vocabulary test results can be seen in the form of histogram in **Picture 4.1**.



Picture 4.1. Histogram Vocabulary Ability Test Results Students who is not Joining English Club.

2. The Data of Students who is joining English Club

The table shows the students' achievement in vocabulary by students who is joining English Club.

Table 4.3 The Distribution of Score Students who is joining English Club

No.	INITIAL NAME	SCORE	
1	AS	10	66.7
2	AFN	7	46.69
3	AA	13	86.71
4	AT	6	40.02
5	AWS	15	100.05
6	AS	10	66.7
7	BS	6	40.02
8	CEA	15	100.05
9	DK	13	86.71
10	DM	7	46.69
11	ES	15	100.05
12	EES	10	66.7
13	EA	7	46.69
14	FOHH	6	40.02
15	H	13	86.71
16	IS	10	66.7
17	IAN	15	100.05
18	KAS	7	46.69
19	KN	13	86.71
20	KH	7	46.69
21	KP	10	66.7
22	LM	15	100.05
23	MFA	10	66.7
24	MH	9	60.03
25	MS	13	86.71
26	MJ	6	40.02
27	MK	6	40.02
28	NN	7	46.69

NO	INITIAL NAME	CORRECT	SCORE
29	N	10	66.7
30	RIH	15	100.05
Average (\bar{X}_1)			68.034
Standard deviation (S1)			22.459
Variants (S1 ²)			504.412
Total			2041.02

Based on the **Table 4.3** above, there is 30 students who is joining English Club, and the researcher give the same question to the all of students, with the test after validation. The all of students should answer 15 questions from the test, to know about the score the students who is joining English Club. From the test, the highest score was 100 and the lowest score was 40.02. The students with initial name AWS, CEA, ES, IAN, LM, RIH was got higher score and the students with initial name AT, BS, FOHH, MJ, MK was got the lowest score. And the average of the test was 68.034 with standard deviation 22.459 then variants 504.412 and the total was 2041.02

Based on the results of the table, it can be concluded that the students who is joining English Club was the good achievement then students who is not joining English Club in vocabulary, there was less problems in the test, and the all of students has the good score in the test. It is means the achievement vocabulary of students who is joining English Club was increase in joining English Club.

Based on the table, the average value obtained is 68.034 with median 66.67 and modus 66.67 while the standard deviation is 22,459. Frequency distribution of students' ability test result that joining English Club can be seen in **Table 4.4**

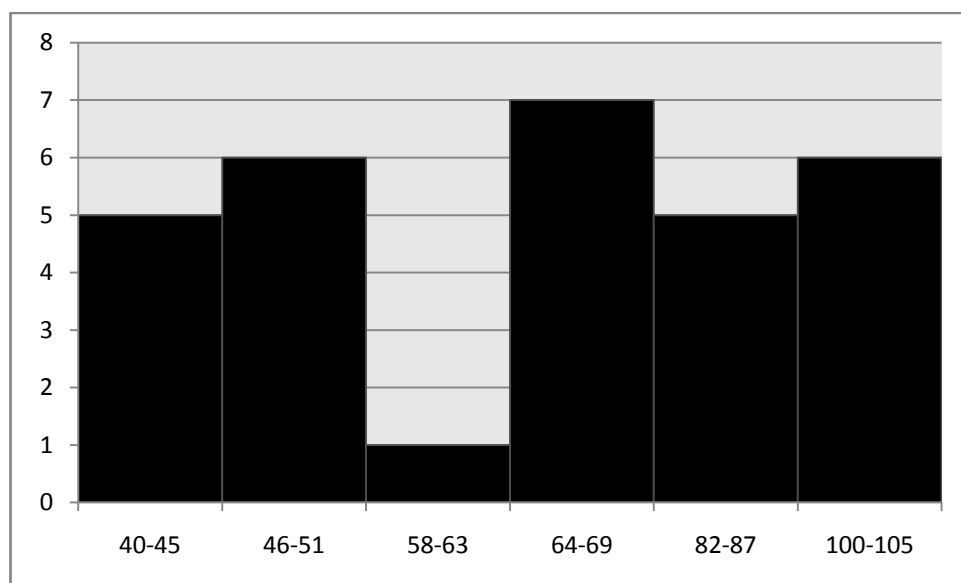
Table 4.4

Distribution of Vocabulary Ability Test Results of Students who is Joining
English Club

Class	Interval	F. Absolute	F. Relative
1	40-45	5	16.67%
2	46-51	6	20%
3	52-57	0	0%
4	58-63	1	3.33%
5	64-69	7	23.33%
6	70-75	0	0%
7	76-81	0	0%
8	82-87	5	16.67%
9	88-93	0	0%
10	94-99	0	0%
11	100-105	6	20%

From **Table 4.4** it can be seen that the lowest score with interval 40-45 was 5 students and percentage 16.67%, it is means there is 5 students has the lowest achievement in vocabulary. And there is 6 students with interval 46-51 and 20%, it is means the students who is joining English Club still has the poor vocabulary skill. And there is the factors of problem, the students can get that score, might the focus or the electability of the students itself. There is 1 students has the score with interval 58-63 and 3.33%. Then, the interval with the most frequently was 64-69 with the 7 students' and 23.33%. It is means the students who is joining English Club, can answer the question with the good then the students who is not joining English Club. The students with the higher score with interval 82-87 and 100-105 each students 5 and 6 with that interval. Average score is in the interval class 5, with the number of 7 students' or 23.33%. Students with grades below the average numbered 11 students' or 36.67% and students with values above average amounted to 12 students' or 40%.

Based on the results test of the students who is joining English Club, it can be concluded that the students who is joining English Club more better than the students who is not joining English Club. The students who is joining English club has many time to learn about English subject, especially in vocabulary. It is means the students who is joining English Club can answer the test with the good score. And, the frequency distribution of vocabulary ability test results of students who is joining English Club can be seen in the form of histogram in **Picture 4.2**.



Picture 4.2. Histogram Vocabulary Ability Test Results the students who is joining English Club.

B. Analysis Test

Test requirements analysis includes normality test, homogeneity test, validity and reliability. This test is performed as a requirement that must be met before performing hypothesis testing.

1. Normality Test

One of the analytical requirements that must be met in order to perform hypothesis testing is the distribution of data must be normally distributed. Normality tests include a vocabulary ability test given to students' who joining and do not joining English Club by using the *Liliefors* formula. Where the normal requirement is to meet $L_o < L$ on the level of real $\alpha = 0.05$. to know about the calculating of normality can be seen in **Table 4.5** and **Table 4.6**

Table 4.5 The Calculating of Normality Students who is not joining English Club.

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	33	3	3	-1.297	0.097	0.100	0.003
2	40	8	11	-0.893	0.186	0.367	0.181
3	53	7	18	-0.144	0.443	0.600	0.157
4	60	5	23	0.259	0.602	0.767	0.164
5	67	4	27	0.663	0.746	0.900	0.154
6	80	3	30	1.412	0.921	1.000	0.079
Average (\bar{X}_1)	55.5	30				L-Count	0.181
Standard Deviation (S_1)	17.352					L-Table	0.190

The Criteria of Testing:

H_0 will be accepted if L-count \leq L-table

H_a will be accepted if L-count \geq L-table

H_0 : The Students' who not joining English Club get the higher achievement in vocabulary.

H_a : The Students' who joining English Club get the higher achievement in vocabulary.

The Conclusion :

Lcount = 0,181

LTable = 0,190

If Lcount \leq Ltable, then H_0 is accepted and H_a rejected

Because, Lcount \leq Ltable , the data is Normal.

Table 4.6 The calculating of Normality Students who is joining English Club

NO.	Xi	Fi	Fkum	Zi	F(Zi)	S(Zi)	F(zi)-S(zi)
1	40	5	5	-1.160	0.123	0.167	0.044
2	47	6	11	-0.857	0.196	0.367	0.171
3	60	1	12	-0.294	0.384	0.400	0.016
4	67	7	19	0.009	0.503	0.633	0.130
5	87	5	24	0.875	0.809	0.800	0.009
6	100	6	30	25.982	1.000	1.000	0.000
Average (\bar{X}_1)	66.8	30			L-count		0.171
Standard deviation (S_1)	23.095				L-Table		0.190

The criteria of Testing:

H_0 will accepted if $L\text{-count} \leq L\text{-table}$

H_a will accepted if $L\text{-count} \geq L\text{-table}$

H_0 : The Students' who not joining English Club get the higher achievement in vocabulary.

H_a : The Students' who joining English Club get the higher achievement in vocabulary.

The conclusion :

Lcount = 0,171

LTable = 0,190

If $L\text{count} \leq L\text{table}$, So, H_0 will accepted and H_a will rejected

Because Lcount \leq Ltable , The data is Normal.

The results of normality test data on the students who is joining English Club

and who is not joining English in summary is through the table:

Table 4.7**The Summary of Data Normality Test**

No	N	Group	L_o	L	Information
1	30	Not Join	0.181	0.190	Normal
2		Join	0.171		Normal

Group Normality Test students who do not Joining English Club obtained $L_o(0.181) < L(0.190)$ and group students who is joining English Club obtained $L_o(0.171) < L(0.190)$. Thus it can be concluded that students group who is not joining English Club and students' who joining English Club have a distribution of normally distributed data.

2. Homogeneity

Homogeneity test is to find out the variants of the two samples related to homogenous or not the distribution of data. Testing of data homogeneity also included in both experimental groups. To test the homogeneity of the sample, it is used the variance similarity test where the data condition is said to be homogeneous if $F_{var} < F_{tab}$ at the real level $\alpha = 0.05$. To calculate the homogeneity there is Tabulation o Homogeneity Calculations, it was can be seen in **Table 4.8**

Table 4.8 Tabulation of Homogeneity Calculations

Sample	db = (n - 1)	1/db	Si ²	log Si ²	db.Si ²	db.logSi ²
X₁	29	0.034	1955.888	3.291	56720.752	95.449
X₂	29	0.034	3259.546	3.513	94526.834	101.882
amount	58	0.069	5215.43	6.805	151247.586	197.331
s²	2607.717					
log s²	3.416					
B	198.143					
X²count	1.871					
X²Table	3.841					

The Conclusion:

With the value of $X^2_{count} = 1.871$ dan $X^2_{table} = 3.841$ that is $X^2_{count} < X^2_{table}$ it can be concluded that both groups of research data are from populations that have homogeneous variance.

The results of the homogeneity data in the students group who is not joining English Club and who is joining English Club can be seen briefly in the **Table 4.9**:

Table 4.9 The Summary Data Homogeneity Test

Group	Db	1/bd	Si ²	db.si ²	log(si ²)	db.log(si ²)	Status
Not Joining	29	0.034	1955.888	56729.752	3.291	95.449	Homogen
Group	Db	1/bd	Si ²	Db.si ²	log(si ²)	db.log(si ²)	Status
Joining	29	0.034	3259.546	94526.836	3.513	101.882	Homogen

From the table, can be seen that for the values of group who is not joining English Club and who is joining English Club at the level of real $\alpha = 0.05$ obtained $F_{var} < F_{tab}$. Where the value of F_{var} is 1.871 and F_{tab} is 3.841 it is concluded that $F_{var} < F_{tab}$.

Based on the tables after the normality and homogeneity tests were conducted on both experimental groups, the data were eligible for hypothesis testing.

3. Validity

The test of Validity is used the calculate by *Corelation Product Moment* with *Formula Guilfort* as follows :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The example from the calculate by correlation of coefficient for the test number 3 get results like :

$$\begin{array}{ll} \sum X &= 19 \\ \sum Y &= 314 \\ \sum XY &= 310 \end{array} \quad \begin{array}{ll} \sum X^2 &= 19 \\ \sum Y^2 &= 5154 \\ N &= 20 \end{array}$$

Then get :

$$r_{xy} = \frac{20(310) - (19)(314)}{\sqrt{\{(20)(19) - (19)^2\}\{(20)(5154) - (314)^2\}}}$$

$$= 0,778 \text{ (With Formula Guilfort)}$$

From the score list critical r product moment for $\alpha = 0,05$ and $N = 20$; $df = N - 2$. So, $r_{table} = 0,360$. Thus we get $r_{xy} > r_{table}$ it was $0,778 > 0,360$ So we can specify the number of question 3 is valid.

Table 4.10 The Results Test of Validity

No.	r_{count}	r_{table}	Information
1.	0,794	0,360	Valid
2.	0,369	0,360	Valid
3.	0,778	0,360	Valid
4.	0,778	0,360	Valid
5.	0,778	0,360	Valid
6.	0,411	0,360	Valid
7.	0,427	0,360	Valid
8.	0,451	0,360	Valid
9.	-0,222	0,360	Invalid
10.	0,683	0,360	Valid
11.	0,547	0,360	Valid
12.	0,318	0,360	Invalid
13.	0,656	0,360	Valid
14.	0,463	0,360	Valid
15.	-0,016	0,360	Invalid
16.	-0,091	0,360	Invalid
17.	0,368	0,360	Valid
18.	0,446	0,360	Valid
19.	-0,143	0,360	Invalid
20.	0,683	0,360	Valid

After r_{count} in the consultation with r_{table} at a significant level $\alpha = 0,05$ and $N = 20$, then of the 20 questions tested, obtained 15 questions declared valid and 5 questions declared invalid. So the 15 questions declared valid was used as instrument test of vocabulary achievement by students' joining or not joining English Club.

4. Reliability

To know the reliability from the questions of test the researcher use the formula by Kuder Richardson (KR-20) as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

The example for the question number of 1 the researcher get the results like :

1. The subject was answer correct the question of number 1 = 19
2. The subject was answer incorrect the question of number 1 = 1
3. The All of Subject = 20

Then obtained:

$$p = \frac{19}{20} = 0,95$$

$$q = 1 - 0,95 = 0,05$$

$$\text{So } pq = 0,95 \times 0,05 = 0,047$$

In the same way, can calculate pq for the all of question so obtained

$$\sum pq = 2,930$$

After that, the value of S^2 can calculate by the formula like :

$$S^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

From the calculating we get:

$$\sum Y = 314$$

$$\sum Y^2 = 5154$$

$$N = 20$$

So, we get the result:

$$s^2 = 11,21$$

$$\text{So, } r_{11} = \left(\frac{20}{20-1} \right) \left(\frac{11,210 - 2,930}{11,210} \right) = 1,053 \times 0,739 = 0,778$$

Based on the results of reliability calculations obtained that the instrument question is reliable or have a very high level of trust with $r_{11} = 0,778$.

C. Research Hypothesis

The purpose of Hypothesis is provide answers to questions on the formulation of the problem. Based on the analysis of the data obtained before, the two experimental classes have met the hypothesis requirements, in which the samples are normally distributed and the variance of both groups of samples is homogeneous. The all of hypothesis is describes as follows :

The hypothesis test was using by t test formula. Because, the data from both of group was normal and homogeny, and the sample is different then the formula used is like :

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2} \times (\frac{1}{n_1} + \frac{1}{n_2})}}$$

The hypothesis was testing like :

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

based on the calculation results obtained data as follows:

$$\bar{X}_1 = 68,034 \quad S_1^2 = 504,412 \quad n = 30$$

$$\bar{X}_2 = 53,360 \quad S_2^2 = 196,365 \quad n = 30$$

So :

$$t = \frac{68,034 - 53,360}{\sqrt{\frac{(30-1)504,412 + (30-1)196,365}{30 + 30 - 2} \times (\frac{1}{30} + \frac{1}{30})}}$$

$$t = 2,126$$

at the level of significance $\alpha = 0,05$ and $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$. Because $t_{(0,95;58)}$ in the table is 2,086.

With the comparison the value of t_{count} with the value of t_{table} we get $t_{\text{count}} > t_{\text{table}}$ is $2,126 > 2,086$.

If $t_{\text{count}} > t_{\text{table}}$ then H_a was accepted and H_o was rejected. Thus, it can be concluded that the students who is joining English club get the higher achievement in vocabulary.

Based on the data of critic value of the distribution of t , t_{table} value with $\alpha = 0.05$ and $dk = 30$ is 2.086 value of both experimental groups can be seen the value as the table below:

Table 4.11 The Characteristics of Group Value the Students' who do not Joining English Club and who Joining English Club

Description	Not Joining	Joining
Average	53.360	68.034
standard deviation	14.013	22.459
Lowest Score	33.35	40.02
Highest Score	80.04	100
Sudents'	30	30

In the table obtained $dk = 60$. Based on the value on t_{table} with $\alpha = 0.05$ and $dk = 60$ is 2.086. From the above data obtained $t\text{-count} = 2.126$ and $t\text{-table} = 2.086$. This shows that $t\text{-count} < t\text{-table}$ then H_o is rejected and H_a accepted so it can be concluded that the students who is joining English club get the higher achievement in vocabulary.

D. Finding Research

The writer was given the test for two groups, first group for students who is not joining English Club and the second group for students who is joining English Club. And in this research the writer was gotten the information from the both of groups.

The students who is not joining English Club, still confused when, the researcher give the questions test for the students who is not joining English club. From the test the students who is not joining English club was get average 53.360 with standard deviation 14.013, and the lowest score was 33.35 and the higher score was 80.04. it is means the students who is not joining English club has the minim achievement in vocabulary.

Then, the students who is joining English Club was good in the test. The students who is joining English club answer the questions without the problems. From the test students who is joining English club was get average 68.034 with standard deviation 22.459 and lowest score was 40.02, higher score 100. It is means the students who is joining English club has a modal to answer the question. The subject in the English Club can help the students to learn more about English especially in vocabulary.

E. Discussion of Research Results

Vocabulary ability test is presented with the same number and model of the problem. Where before the matter is disseminated to students, the researcher first tested the problem to students' of English Education eight semester UIN North Sumatera. This is done to determine the validity and reliability of the question.

In this research the students who is not joining English club got 15 question for each students. And, the students who is joining English club got the results to average score was 53,360 with a standard deviation of 14,013, this results as a comparison to the students who is joining English Club.

Then, the students who is joining English Club, got the same questions like the students who is not joining English Club. And the results of students who is joining English Club was higher than students who is not joining English Club. The score average the students who is joining English Club was 68,034 and the standard deviation of 22,459 it was higher than the results of the students who is not joining English Club.

And, The results of the data analysis showed that the vocabulary students who is joining English Club in vocabulary test results was significantly different from the students who is not joining the EC after hypothesis testing. Where it has been proved that $t_{count} > t_{table}$ or $2.126 > 2.086$ at once states H_a accepted and H_0 rejected. Thus it can be established that the students who is joining English club get the higher achievement in vocabulary.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion that have been put forward, it can be concluded several things as follows:

1. The students who is joining English club has the higher achievement in vocabulary.
2. The students who is not joining English club does not have high achievement in vocabulary.
3. The students who is joining English Cub has the higher achievement in vocabulary then the students who is not joining English Club.

B. Suggestions

Based on the results of this study, researchers want to provide suggestions as follows:

1. The Head of English Education Department is good to motivate the students, the students of English Education can be increase their vocabulary by joining English club.
2. For the lecturers, it's suggested to direct the students to joining English club. The students who is joining English club can help the lecturer in the class, especially in the learning process.
3. The students of English Education is good to more about English, and increase the students skills, especially in vocabulary.

4. Other researcher, this research finding is the material which can be developed further and deeper by adding knowledge.

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APPENDIX I**The vocabulary test (Before validation)**

1. To accept, approve of, excuse or overlook behaviour that is generally considered wrong.
 - A. to be generous
 - B. to be kind
 - C. to forgive
 - D. to condone

2. To try hard to do or achieve something.
 - A. to embark on something
 - B. to start something
 - C. to endeavour to do something
 - D. to enjoy doing something

3. A book in which a person keeps a record of events, appointments and experiences.
 - A. A diary
 - B. a daily
 - C. a novel
 - D. a text

4. A series of actions or steps taken to achieve a particular end.
 - A. Progress
 - B. Process
 - C. Agenda
 - D. Mechanism

5. On or from the outside. Or relating to the external appearance of something, even if this appearance is not accurate.
- A. inside out
 - B. outward
 - C. exterior
 - D. image
6. Relating to the body, bodily contact or activity. Relating to things which are felt through the senses rather than through the mind. Relating to natural forces.
- A. sensual
 - B. bodily
 - C. activity
 - D. physical
7. To stop feeling anger towards someone who has done something wrong. To stop blaming someone.
- A. to be forgiving
 - B. to be generous
 - C. to be kind hearted
 - D. to be faithful
8. Having or showing a sensible idea of what can be expected or achieved.
- A. Convincing
 - B. Intelligent
 - C. Realistic
 - D. Authentic
9. Move from one place to another. To transport physically. To send.
- A. to glide
 - B. to rearrange

- C. to replace
 - D. to transfer
10. Able to be read or to be deciphered, legible.
- A. Readable
 - B. Focused
 - C. Understandable
 - D. Clear
11. At a lower level or layer than. Extending or directly underneath.
- A. Near
 - B. Above
 - C. Beneath
 - D. Next to
12. A solemn promise or undertaking. A vow or commitment.
- A. Agreement
 - B. Pledge
 - C. Promise
 - D. Guarantee
13. Relating to recent times or the present. Contemporary or up-to-date.
Advanced, recently developed techniques or style.
- A. New
 - B. Modern
 - C. Art
 - D. Inspiring
14. A widely held and simplified view point or idea about a particular thing or type of person.
- A. Idea

- B. Simplification
- C. Falsehood
- D. Stereotype

15. A word or phrase that has the same meaning as another word or phrase.

- A. Synonym
- B. Likeness
- C. Resemblance
- D. similarity

16. A quantitative expression of a plan for a defined period of time.

- A. a sum
- B. an addition
- C. a budget
- D. a multiplication

17. Start to exist and experience. Grow and become more advanced or elaborate.

- A. Build
- B. Become
- C. Commence
- D. Develop

18. An object or asset bought or attained. The learning or development of a new skill, quality or habit.

- A. Earnings
- B. Gain
- C. Acquisition
- D. Investment

19. The action of imitating someone or something, usually to entertain or to ridicule someone.

- A. Mimicry
- B. Teasing
- C. Copying
- D. Mockery

20. Demanding the total love and attention of someone. Not willing or happy to share one's possessions.

- A. Jealousy
- B. Ownership
- C. Pride
- D. Possessiveness

APPENDIX II**The Key Answer test vocabulary before validation**

- | | |
|--------------|--------------|
| 1. D | 11. C |
| 2. C | 12. B |
| 3. A | 13. B |
| 4. B | 14. D |
| 5. B | 15. A |
| 6. D | 16. C |
| 7. A | 17. D |
| 8. C | 18. C |
| 9. D | 19. A |
| 10. A | 20. D |

APPENDIX III**The vocabulary test (After Validation)**

1. To accept, approve of, excuse or overlook behaviour that is generally considered wrong.
 - A. to be generous
 - B. to be kind
 - C. to forgive
 - D. to condone
2. To try hard to do or achieve something.
 - A. to embark on something
 - B. to start something
 - C. to endeavour to do something
 - D. to enjoy doing something
3. A book in which a person keeps a record of events, appointments and experiences.
 - A. A diary
 - B. a daily
 - C. a novel
 - D. a text
4. A series of actions or steps taken to achieve a particular end.
 - A. Progress
 - B. Process
 - C. Agenda
 - D. Mechanism
5. On or from the outside. Or relating to the external appearance of something, even if this appearance is not accurate.

- A. inside out
 - B. outward
 - C. exterior
 - D. image
6. Relating to the body, bodily contact or activity. Relating to things which are felt through the senses rather than through the mind. Relating to natural forces.
- A. sensual
 - B. bodily
 - C. activity
 - D. physical
7. To stop feeling anger towards someone who has done something wrong. To stop blaming someone.
- A. to be forgiving
 - B. to be generous
 - C. to be kind hearted
 - D. to be faithful
8. Having or showing a sensible idea of what can be expected or achieved.
- A. Convincing
 - B. Intelligent
 - C. Realistic
 - D. Authentic
9. Able to be read or to be deciphered, legible.
- A. Readable
 - B. Focused
 - C. Understandable
 - D. Clear

10. At a lower level or layer than. Extending or directly underneath.

- A. Near
- B. Above
- C. Beneath
- D. Next to

11. Relating to recent times or the present. Contemporary or up-to-date.

Advanced, recently developed techniques or style.

- A. New
- B. Modern
- C. Art
- D. Inspiring

12. A widely held and simplified view point or idea about a particular thing or type of person.

- A. Idea
- B. Simplification
- C. Falsehood
- D. Stereotype

13. Start to exist and experience. Grow and become more advanced or elaborate.

- A. Build
- B. Become
- C. Commence
- D. Develop

14. An object or asset bought or attained. The learning or development of a new skill, quality or habit.

- A. Earnings

- B. Gain
- C. Acquisition
- D. Investment

15. Demanding the total love and attention of someone. Not willing or happy to share one's possessions.

- A. Jealousy
- B. Ownership
- C. Pride
- D. Possessiveness

APPENDIX IV**The Key Answer of The Vocabulary Text after validation**

- | | |
|--------------|--------------|
| 1. D | 11. B |
| 2. C | 12. D |
| 3. A | 13. D |
| 4. B | 14. C |
| 5. B | 15. D |
| 6. D | |
| 7. A | |
| 8. C | |
| 9. A | |
| 10. C | |

APPENDIX V Instrument of Validity

NO	KODE SISWA	BUTIR PERTANYAAN KE -																				Y	Y2
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		20		
		B	C	A	E	B	B	C	D	B	A	B	A	B	B	D	B	D	E	A	B		
1	MHS.VIII.001	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	18	324
2	MHS.VIII.002	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	18	324
3	MHS.VIII.003	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	0	1	1	1	13	169
4	MHS.VIII.004	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	18	324
5	MHS.VIII.005	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	17	289
6	MHS.VIII.006	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	15	225
7	MHS.VIII.007	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	4	16
8	MHS.VIII.008	0	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	0	11	121
9	MHS.VIII.009	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	17	289
10	MHS.VIII.010	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	0	0	1	1	15	225
11	MHS.VIII.011	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	16	256
12	MHS.VIII.012	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19	361
13	MHS.VIII.013	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	18	324
14	MHS.VIII.014	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	15	225
15	MHS.VIII.015	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	1	16	256
16	MHS.VIII.016	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	16	256
17	MHS.VIII.017	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	15	225
18	MHS.VIII.018	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	17	289
19	MHS.VIII.019	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
20	MHS.VIII.020	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	16	256
ΣX		18	17	19	19	19	14	16	15	17	17	17	13	14	7	17	18	10	14	16	17	314	5154
ΣX^2		18	17	19	19	19	14	16	15	17	17	17	13	14	7	17	18	10	14	16	17	ΣY	ΣY^2
ΣXY		299	277	310	310	310	234	264	250	263	284	281	216	241	126	268	282	171	235	249	284		
K. Product Moment:																							
$N \cdot \Sigma XY - (\Sigma X)(\Sigma Y) = A$		328	202	234	234	234	284	256	290	-78	342	282	238	424	322	22	-12	280	304	-44	342		
$\{N \cdot \Sigma X^2 - (\Sigma X)^2\} = B_1$		36	51	19	19	19	84	64	75	51	51	51	91	84	91	51	36	100	84	64	51		
$\{N \cdot \Sigma Y^2 - (\Sigma Y)^2\} = B_2$		4484	448	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484	4484		
$(B_1 \times B_2)$		16142	228	85196	85196	85196	376656	286976	336300	228684	228684	228684	408044	376656	408044	228684	161424	448400	376656	286976	228684		
$Akar (B_1 \times B_2) = C$		401,78	478	291,88	291,88	291,88	613,72	535,70	579,91	478,21	478,21	478,21	638,78	613,72	638,78	478,21	401,78	669,63	613,72	535,70	478,21		
$r_{xy} = A/C$		0,816	0,4	0,802	0,802	0,802	0,463	0,478	0,500	-0,163	0,715	0,590	0,373	0,691	0,504	0,046	-0,030	0,418	0,495	-0,082	0,715		
Standart Deviasi (SD):																							
$SD_x = \sqrt{\Sigma X^2 - (\Sigma X)^2 / N} : (N - 1)$		0,248	0,2	0,240	0,240	0,240	0,257	0,257	0,250	0,246	0,246	0,246	0,246	0,249	0,179	0,246	0,240	0,222	0,249	0,249	0,246		
SD_x		0,498	0,5	0,490	0,490	0,490	0,507	0,507	0,500	0,496	0,496	0,496	0,496	0,499	0,423	0,496	0,490	0,471	0,499	0,499	0,496		
$SD_y^2 = (\Sigma Y^2 - (\Sigma Y)^2 / N) : (N - 1)$		64,395	64,	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395	64,395		
SD_y		8,025	8,0	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025	8,025		
Formula Guilfort:																							
$r_{xy} \cdot SD_y - SD_x = A$		6,053	2,8	5,943	5,943	5,943	3,206	3,327	3,513	-1,804	5,243	4,237	2,494	5,045	3,622	-0,126	-0,730	2,884	3,476	-1,158	5,243		

		86																		
$SDy^2 + SDx^2 = B_1$	64,644	64,649	64,636	64,636	64,636	64,653	64,653	64,645	64,641	64,641	64,641	64,641	64,644	64,574	64,641	64,635	64,618	64,644	64,644	64,641
$2.rxy.SDy.SDx = B_2$	6,529	3,417	6,306	6,306	6,306	3,768	3,892	4,013	-1,297	5,688	4,690	2,963	5,532	3,422	0,366	-0,235	3,164	3,966	-0,658	5,688
$(B_1 - B_2)$	58,115	61,233	58,329	58,329	58,329	60,884	60,761	60,632	65,938	58,953	59,951	61,678	59,113	61,153	64,275	64,870	61,454	60,678	65,302	58,953
Akar $(B_1 - B_2) = C$	7,623	7,825	7,637	7,637	7,637	7,803	7,795	7,787	8,120	7,678	7,743	7,854	7,6885	7,820	8,017	8,054	7,839	7,790	8,081	7,678
$r_{hitung} = A/C$	0,794	0,369	0,778	0,778	0,778	0,411	0,427	0,451	-0,222	0,683	0,547	0,318	0,656	0,463	-0,016	-0,091	0,368	0,446	-0,143	0,683
$r_{tabel} (0.10), N = 30; df = N - 2$	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36	0,36
KEPUTUSAN	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Gugur	Dipakai	Dipakai	Gugur	Dipakai	Dipakai	Gugur	Gugur	Dipakai	Dipakai	Gugur	Dipakai

APPENDIX VI instrument of Reliability

NO	KODE SISWA	BUTIR PERTANYAAN KE -																				Y	Y ²
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
		B	C	A	E	B	B	C	D	B	A	B	A	B	B	D	B	D	E	A	B		
1	MHS.VIII.001	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	18	324
2	MHS.VIII.002	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	18	324
3	MHS.VIII.003	1	1	1	1	1	1	0	0	0	1	1	0	0	0	1	1	0	1	1	1	13	169
4	MHS.VIII.004	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	18	324
5	MHS.VIII.005	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	17	289
6	MHS.VIII.006	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	0	15	225
7	MHS.VIII.007	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1	0	0	1	0	4	16
8	MHS.VIII.008	0	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	0	0	1	0	11	121
9	MHS.VIII.009	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	17	289
10	MHS.VIII.010	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	15	225
11	MHS.VIII.011	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	16	256
12	MHS.VIII.012	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19	361
13	MHS.VIII.013	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	18	324
14	MHS.VIII.014	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	1	15	225
15	MHS.VIII.015	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	16	256
16	MHS.VIII.016	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	0	1	16	256
17	MHS.VIII.017	1	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	1	1	0	1	15	225
18	MHS.VIII.018	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	17	289
19	MHS.VIII.019	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
20	MHS.VIII.020	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	16	256
Np		18	17	19	19	14	16	15	17	17	17	13	14	7	17	18	10	14	16	17	314	5154	
Nq		2	3	1	1	1	6	4	5	3	3	3	7	6	13	3	2	10	6	4	3	ΣY	ΣY ²
P		0,900	0,850	0,950	0,950	0,950	0,700	0,800	0,750	0,850	0,850	0,850	0,650	0,700	0,350	0,850	0,900	0,500	0,700	0,800	0,850		
Q		0,100	0,150	0,050	0,050	0,050	0,300	0,200	0,250	0,150	0,150	0,150	0,350	0,300	0,650	0,150	0,100	0,500	0,300	0,200	0,150		
P * Q		0,090	0,128	0,048	0,048	0,048	0,210	0,160	0,188	0,128	0,128	0,128	0,228	0,210	0,228	0,128	0,090	0,250	0,210	0,160	0,128		
Σ P * Q		2,930																					
(ΣY) ² / N		4929,800																					
S ² = (ΣY ² - (ΣY) ² / N) / N		11,210																					
A = (N / N - 1)		1,053																					
B = (S ² - ΣP * Q) / S ²		0,739																					
r ₁₁ = (A x B)		0,778																					
r tabel (0,10), N = 20		0,360																					
Keputusan		Reliabel																					

APPENDIX VII

The Table of Score Students who is not joining English Club

NO.	NAME	INITIAL NAME
1	Asparudin	ASP
2	Aula Addin Efendi Ritonga	AER
3	Ayu Amelia	AA
4	Azka Fuady	AF
5	Desy Arpilla	DA
6	Dwi hardianti	DH
7	Dwi Larasati	DL
8	Fadly Ramadhan	FR
9	Fratama Susanura	FS
10	Hanifah Halim	HH
11	Harisa dwi	HD
12	Husny Rahman Prayoga	HRP
13	Ilena Ruliani	IR
14	Jasar Hartana	JH
15	Khairina	K
16	Khairul Azli	KA
17	M. Royhan Al Faruq	MRA
18	Muhammad Ilham Sinaga	MIS
19	Muhammad Kevin Iqbal	MKI
20	Muhammad Rifki	MR
21	Mustafa Kamal	MK
22	Ramadhan Tanjung	RT
23	Rizki Ananda	RA
24	Sapril Siregar	SS
25	Sholahudin	SD
26	Sudrajat Arif Wijaksono	SA
27	Sutan Raihan	SR
28	Syara Umma Larasati	SUL
29	Tungky Ariwibowo	TA
30	Ulfa Rianda	UR

APPENDIX VIII**The table of score students who is joining English Club**

No.	NAME	INITIAL NAME
1	Ade Sinta	AS
2	Adi Fikri Nasution	AFN
3	Ahmad Aji	AA
4	Ahmad Tahir	AT
5	Annisa Widya Sari	AWS
6	Arinda Salsabila	AS
7	Bella Syafrina	BS
8	Cahya Ega Ananda	CEA
9	Dewi Khairunnisa	DK
10	Dinda Meidilla	DM
11	Elly Sriningsih	ES
12	Ema Elviani Sinulingga	EES
13	Erika Ananda	EA
14	Finni Ovi Hutami Harahap	FOHH
15	Helkin	H
16	Ika Suhaila	IS
17	Imelda Aisyah Nasution	IAN
18	Khairul azmi siagian	KAS
19	Khairul Nisah	KN
20	Khoirunnisa	KH
21	Kurnia Pazli	KP
22	Leni Maharani	LM
23	M. Farhan Aulia	MFA
24	Mayang Humaira	MH
25	Melinda Safitri	MS
26	Miftahul Jannah	MJ
27	Mila Khairani	MK
28	Nada Nabilah	NN
29	Nuraida	N
30	Rahmi Ikhwan Hasibuan	RIH